DOCUMENT RESUME

ED 328 663 CE 053 924

TITLE	Computer Assisted Instruction. 1988-89. 353 Project.
INSTITUTION	Granite School District, Salt Lake City, Utah.
SPONS AGENCY	Utah State Office of Education, Salt Lake City.
PUB DATE	89
NOTE	65p.
PUB TYPE	Reports - Descriptive (141) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Basic Education; Adult Education; *Adult Literacy; Adult Programs; *Computer Assisted Instruction; Computer Oriented Programs; *Computer Software; Curriculum Development; High School Equivalency Programs; *Literacy Education; Material Development; Microcomputers; *Program Development; Programed Instructional Materials; *Program Implementation; State Curriculum Guides
IDENTIFIERS	353 Project; *Granite School District UT

ABSTRACT

The Granite School District (Utah) conducted a project to implement competency-based/technology-assisted instruction in all of its adult high schools. The district adopted the state's core curriculum in order to establish clearly defined instructional goals and objectives; revised and added to the instructional units; made the curriculum uniform throughout the district; computerized instruction, testing, and recordkeeping; and developed individual education plans as part of the process of implementing competency-based/technology-assisted instruction in all adult high schools. As a result of the project, the following materials were developed and are included in the appendix: a sample course syllabus; preliteracy and literacy curriculum; mathematics curriculum; English curriculum; and a software evaluation. The state core curriculum is also included in the report. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED328663

GRANITE ADULT EDUCATION

353 PROJECT

COMPUTER ASSTD. INSTRUCTION

1988-89

BEST COPY AVAILABLE

CE053924

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Rickards

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

COMPETENCY BASED/TECHNOLOGY ASSISTED INSTRUCTION
GRANITE SCHOOL DISTRICT
SALT LAKE CITY,UTAH

PROJECT DIRECTOR: DR. PATRICIA GURR, DIRECTOR ADULT EDUCATION

FUNDED UNDER SECTION 353 OF THE ADULT EDUCATION ACT (public law 91-230)

TABLE OF CONTENTS

FUNDING INFORMATION		i
ABSTRACT		ii
INTRODUCTION		2
PROJECT ACTIVITIES AND RESULTS		3-10
APPENDIX A	State Core Curriculum	
APPENDIX B	Course Syllabus	
APPENDIX C	Pre-Literacy and Literacy Curriculum (Assessment items separate publication)	
APPENDIX D	Math Curriculum (Assessment items separate publication)	
APPENDIX E	English Curriculum (Assessment items separate publication)	
APPENDIX F	Software Evaluation	

ABSTRACT

The goal of Granite District's 353 project was to implement competency based/technology assisted instruction in all of our adult high schools. In conjunction with this goal, we adopted the State's Core Curriculum: instructional units, objectives, competencies, placement and achievement tests. Furthermore, we adopted the State's computerized instructional management system: Adult Education System Operating Program (AESOP)to manage the instructional program in each of our adult high school learning centers. In adopting this system, we agreed to review the total curriculum loaded on the AESOP system, and to revise and add to the units, objectives, competencies and test questions thus far developed in the pre literacy and literacy subjects and math and English through College Entry. Furthermore, we agreed to add to the bank of test questions in these areas.

Several identified needs in our instructional program have motivated us to seek funds to implement competency based/technology assisted instruction. The needs we have identified are: (1) to be more cost effective, (2) to be more precise in our teaching, ie., to be able to identify specific learning deficiencies, prescribe learning resources to correct these deficiencies, and to measure student progress in relation to specific academic competencies, (3) to automate our office and instructional procedures, so that our administrators and teachers can spend more time teaching and providing instructional leadership, (4) to award credit based on mastering competencies, not on the basis of seat time, (5) to give students immediate and continuous feedback on test results, so that the student knows what they have accomplished and what they still need to accomplish at all times, and (6) to make greater use of electronic media in the education process: computer disk tutorials, video tape tutorials etc.

To meet these needs and to accomplish the goals we set for our instructional program, we established the following objectives: (1) To adopt the State Core Curriculum: Literacy, General Core and College Entry subjects and implement the same in all of the adult high schools in the District; (2) to operationalize the State Core Curriculum for the Literacy subjects of listening/reading, speaking/writing, computation and for the General Core and college entry subjects of math and English in terms of the instructional units, objectives, competencies, placement, diagnostic, and achievement assessment items, and (3) make needed revisions and additions in the instructional units, competencies and assessment items.

INTRODUCTION

There are approximately 200,000 people 18 years of age and older in the State of Utah who do not have a high school diploma. Approximately 20,000 adults are enrolled in the State's high school completion programs in any given year. Of this number, approximately 2,000 graduate each year. The relatively low level of participation in high school completion programs by this group of people, together with a high school drop out rate in excess of 20% for the State each year will most certainly result in a steady increase in the number of adults in the State without a high school diploma in the years to come. There is a need to develop alternative education delivery systems convenient for the learner that will attract a greater number of these adults to come back and complete their high school education. Specifically, there is a need to utilize electronic media, including computer assisted instruction to enhance and accelerate the learning process. A competency based/multi-media approach will enable students to complete their high school education at a faster rate than is possible under the traditional textbook oriented seat time based approach to education.

Granite District is committed to bringing the very finest educational experience possible to our adult high school completion students in the most cost effective and productive manner possible. With this goal in mind, we have established electronic learning centers in our adult high schools. Through these centers we offer courses of study in math, English, science and social studies prepared in course syllabi. Students may complete their courses at school or at home. The learning activities prescribe in each syllabus call for work at the computer using computer tutorials and other electronic media; such as: video and audio tapes. Text and workbook activities are also prescribed to complete the learning options for students. When a student finishes a particular course of study they are tested through our AESOP Instructional Management System for credit.
The specific needs and problems we sought to address through this project are as follows:

- to improve cost effectiveness in many areas of our program.

- to more clearly define our instructional goals and objectives.

- to standardize our curriculum across the District.

- to improve our planning, testing and evaluation procedures.

- to do something about the high drop out rate among adult students and high school drop outs under the age of 18.

The need to improve our cost effectiveness. In all of our adult high schools, except for our learning centers, we generally have a teacher for every subject. It is not uncommon, for example, to have a literature teacher, a grammar teacher and a business English teacher for English with just enough students in each class to carry the class and meet the costs. Under a competency based/technology assisted instructional program, one English teacher could, with the help of an aide, effectively manage the instructional program of each student in all three areas, thus eliminating the need for three professional teachers.

The need to more clearly define our instructional goals and objectives. In most adult education programs, Granite Adult Education being no exception, the textbook or workbook becomes the instructional program. The curriculum differs from school to school as much as textbooks and workbooks differ from school to school. Mastering what is in the text or workbook becomes the end rather than the means to meeting pre-determined instructional goals and objectives. Under a competency based/technology assisted program, with a common instructional management system, everyone teaches to the same instructional goals and objectives. Students are required to master the same competencies for a high school

diploma regardless of what school they attend in the District.

The need to improve our planning, testing and evaluation procedures. Without the aid of the computer, precision teaching; that is, being able to assess student deficiencies, being able to plan a program for the student to remove these deficiencies, and being able to test and evaluate student achievement, is at best a difficult thing to do given the large numbers of students in our programs. The best our teachers can do under the present system is to group students at 2 or 3 levels within any given subject, and provide instruction and evaluation at those levels. Precise determination of learner deficiencies at all levels with instruction to remediate and testing to measure student progress, is really not practical under our present system of instruction. With the aid of computers and a competency based system of instruction, precision teaching can become a practical reality.

The need to do something about our high drop out rate. Unfortunantly one-third to one-half of all of the adult students and drop-outs under the age of 18 in Granite District, drop out of the program before completing what is needed for a high school diploma. There are many and varied reasons for this; not the least of which, is an education system that requires them to sit for 36 hours to earn one-half credit, and to go lock step, more or less, with everyone else in any given class. Furthermore, a system that does not give students credit for what they may have learned through life experience since leaving high school and that doesn't give the student continuous feedback in the learning process are further reasons for such a high drop out rate among our adult students. A competency based/ technology assisted instructional program will enable us to remove many of the aspects that frustrate students in our current adult high school completion program, and thus enable us to retain a higher percentage of students in the program after they once get started.

Granite Adult Education's 353 project was set up to address these concerns. To do this, we established the following goals:

- To establish clearly defined instructional goals and objectives by adopting the State's Core Curriculum: instructional units, objectives, competencies, placement, diagnostic and achievement assessment items.

- To revise and add to the instructional units, competencies and assessment items as needed.

- To make the curriculum uniform through out the District, so that every adult high school in the District will be teaching the same curriculum while maintaining choice over teaching methods and how resources are to be used.

- To computerize all of our instructional, testing, and record keeping procedures to free teachers up to spend more time diagnosing student needs, developing individual education plans, linking resources with student needs and to monitor student progress.

- To implement competency based/technology assisted instruction in all of our adult high schools.

The remainder of this report, will deal with what we did to achieve these goals, how we went about it, problems that were encountered, results obtained, and recommendations to potential adopters.

Goal:1 To establish clearly defined instructional goals and objectives. During the school year 86-87 we brought our curriculum into line with the State's Core Curriculum; that is to say, we restructured our offerings where necessary to make sure we offered the subjects listed by the State under the Literacy, General Core, College Entry and the three career option tracks.* During school year 87-88, we adopted this curriculum in all of our adult high schools. Competency based/computer assisted instruction including instructional units under each of the core subjects, the objectives, competencies, placement, diagnostic and achievement assessment items were adopted and operationalized in all of our adult high schools during this past school year 1988-89. On the average, 15 students in each high school participated in the initial field testing which took place during our Spring term.

*see Appendix A for State Core Curriculum

There were clearly defined instructional goals and objectives for the students who participated in the project. Upon entering the program, students were given a placement test in English and math, or one of the other academic subjects. Following the taking of a placement test, an individual plan was developed for each student specifying what instructional units they were to work in and what competencies they would be required to master in each unit. An 80% level was established for mastery. Students were then guided through course syllabi to computer disk tutorials, texts, and workbooks to study in preparation for the mastery test given for each instructional unit.*

*see appendix B for sample course syllabus

As a result of working with the AESOP computerized instructional management system the teachers had the following to report:

1. When working with computer disk tutorials,and video tape tutorials students spent more of their time on task than they did when working with print materials.

2. While time on electronic media for learning was more productive time, in general, there was a point at which burn out began to occur. The teachers found that 1 hour at a time with electronic learning media brought about the best results.

3. The teachers in general felt, under certain conditions, that they could handle many more students than they were given to teach. These conditions were: being well prepared, having a highly structured learning environment, and having an aide.

4. Some teachers felt somewhat limited by the AESOP bank of test questions, particularly in the Placement area where there are few and sometimes no questions to draw from.

5. The teachers found quite a few errors in the existing test bank: poorly worded questions, and wrong answers were their main complaints. These have all been corrected.

6. The teachers found the system extremely valuable in being able to make accurate student placements, and in developing individual education plans. From the students point of view, having an accurate placement, knowing what they had to master, and getting feedback every step of the way, proved to be a strong motivating factor in student learning.

7. The teachers found that introducing a variety of learning resources: computer disk tutorials, video tape tutorials, and the usual print resources, proved to be a very positive factor in the learning process.

8. The teachers discovered that a great deal of human interaction must accompany computer assisted learning. It is by no means a mechanical process of plugging students into an electronic learning device, and then testing them when they are finished.

9. The teachers expressed the need for a one to one correlation with AESOP competencies and the computer tutorials.

10. The teachers discovered that self paced competency based/ technology assisted instruction is not a panacea for every student. This type of an instructional system works best for the motivated self directed student.

11. The teachers in general felt the AESOP system needed to be refined to make it a little more user friendly. There are a few quirks and bugs that need to be worked out, particularly in testing.

Goal 2: Revise the curriculum and add to the test bank of test questions. To accomplish this part of the project, three writers were hired: two English specialists, one to do pre literacy and literacy* and one to do the General Core and College Entry subjects. A math specialist were hired to cover the same areas in math. They were given the assignment to review the AESOP curriculum to date and to make changes in the scope and sequence of the curriculum, and to make additions where there were gaps and omissions. Furthermore, it was their assignment to add to the bank of placement, diagnostic and achievement test questions in these areas. Specifically, they were asked to create 6 new test questions for every competency, and where possible, to make at least 2 of these questions application type questions. In completing this goal, we worked closely with Alpine School District to come up with a math and English curriculum and assessment items agreeable to both districts.* These two districts have been the major developers the past three years of AESOP curriculum and assessment items.

* See appendix C for pre-literacy and literacy curriculum
* See appendix D for math curriculum
* See appendix E for English curriculum

Goal 3: To bring about a uniform curriculum in the District. With the adoption of the State core curriculum, and the installation of a computer network system in every adult high school learning center in the District, it is now possible to have a standardized uniform curriculum throughout the District. Beginning with Winter term 1990, every adult high school in the district will be teaching to the same instructional goals and objectives in English and math, and will be using the same placement, diagnostic and achievement test questions to place students and to measure their progress.

Goal 4 and 5 To computerize all of our instructional, testing and record keeping procedures, and to implement competency based/technology assisted instruction District wide by Spring 1989. These goals were accomplished during the first year of our project on a small scale at 2 of our adult high schools: Granger and Granite High Schools. In moving to full scale implementation across the District, we completed a planning phase during the Fall term of 1988. Winter term we mobilized our hardware and software resources and prepared for implementation. Spring term competency based/computer assisted instruction was operationalized in all eight of our adult high schools. During Spring term, the following was in evidence:

- Competency based/technology assisted instruction was implemented in every high school with a limited number of students.

- Students were given credit based on mastering competencies, not according to a required number of seat time hours.

- Students who participated were able to learn according to their own learning style and preference using a variety of instructional resources: basal texts, workbooks, computer disk tutorials, video tape tutorials, and audio tape tutorials.

- Instructional management and student record keeping was done on the computer for all students participating in the project.

- Completed evaluations on computer tutorials.*

* See appendix F for evaluation results

Though the future looks bright for Granite Adult Education, there were a few problems in getting to where we are that deserve some mention. Because this was a whole new direction for us, communication would have to be at the top of the list in any discussion of problems encountered. Getting the system specifications compatible with the State Department's specifications, and communicating this to Granite District administration in such a way that authorization could be obtained and timely progress could be made proved to be a difficult task. We were 6 months into the project before the computer network system in each of our high schools was on line. Because of the communication problems and the slow approval process, we were not fully operational until Spring term 1989.

Based on our experience, the problems encountered, and what we did to overcome them, we would like to make the following recommendations to agencies interested in undertaking a project of this type:

1. Have everything spelled out in detail in the beginning. There should be no vagueness or ambiguity about what is expected, equipment and software specifications, time lines, etc.

2. While you are doing a curriculum project of this magnitude, bring your adult education curriculum into line with the children and youth curriculum of your district. This is a good safeguard against having your adult curriculum labeled "weak" because it doesn't match up with the K-12 curriculum.

3. In budgeting your resources, be sure you allocate ample resources for training, curriculum development and software.. In the beginning this is more important than having all of the computer hardware you might want to fully implement the system.

4. Implement on a small scale first: one or two sites with no more than 25 students. A lot of things have to be worked out before you can implement on a full scale.

5. Adopt a multi-media approach. Go beyond mere instructional management. Use the electronic media: computer diskette tutorials, video tape tutorials, and audio tape tutorials, along with the print media to give students an opportunity to learn using many different types of learning resources.

6. Bring key decision makers along as you develop the project. Do site visitations and presentations to key administrators and the school board.

7. If your education system is on a reimbursement for time spent in class basis, do what you can to change it to a Full Time Equivalency (FTE) system where funds are disbursed based on the number of students in the program at any given time during the year, or some other funding system that is compatible with competency based instruction. A competency based education system demands that funds not be tied to seat time.

8. Have at least one person in the District thoroughly trained in competency based/computer assisted instruction, including being able to trouble shoot program and network software problems when they arise.

As a result of this project, the following gains have been made towards achieving our goal to have competency based/technology assisted instruction in all of the District's adult high school learning centers: (1) Every learning center in the district is now prepared to operate a competency based/technology assisted instructional program. (2) Each learning center has a 70 mgb 1.44 hard disk drive file server with four terminals networked to the file server. Five work stations have been set up in each center for instructional management and student drill, practice and testing on the computer. The State Core Curriculum in terms of subjects, instructional units, objectives, competencies, placement, diagnostic and achievement items has been operationalized through our computer network system. (3) The curriculum has been revised and finalized for the subjects of English and math, Pre literacy through College Entry.

Our plans for the coming year, are to bring everything we have been working on the past three years to fruition. When this year is over, we should have a competency based State Core Curriculum and assessment items that will stand for the next three to five years without the need for revision.

APPENDICES

Granite School District

Adult High School

Graduation Progress Summary & Student Education Plan

Student: _____ Date: _____

Summary of all credits earned to date. Student and counselor review record and develop educational plan related to student's goal.

Minimum Units	GENERAL HIGH SCHOOL CORE REQUIREMENTS	Credit Verified Before Date Shown Above: High School	Work Exp.	Military	Trade School	GED	Adult School	Other	Total	Add'l Credit Needed	Credit Earned	Add'l Credit Needed	Credit Earned	Add'l Credit Needed
3	Literacy (Reading, Writing, Computation) ☐☐☐☐☐☐													
3	English ☐☐☐☐☐☐													
2	Mathematics ☐☐☐☐													
2	Science ☐☐☐☐													
3	Social Studies — one credit of each ☐☐ — World Geography ☐☐ — United States History ☐☐ — Other													
1/2	Computer Studies ☐													
	OPTIONS — select one													
5	Life Skills Option ☐☐☐☐☐☐☐☐☐☐													
5	Academic Option ☐☐☐☐☐☐☐☐☐☐													
5	Technical/Vocational/Job Entry Option ☐☐☐☐☐☐☐☐☐☐													
5½	Electives ☐☐☐☐☐☐☐☐☐☐☐☐☐													
24	Units required for grades 9-12													

Life Skills Option

Subject	Required ½-units
Consumer Economics — 1	☐☐
Occupational Knowledge — 1	☐☐
Health — 1	☐☐
Community Resources — 1	☐☐
Government and Law — 1	☐☐

Academic Option

Subject	Required ½-units
Foreign Language/Academic — 2	☐☐☐☐
Mathematics — 1	☐☐
English — 1	☐☐
Science — 1	☐☐

Tech./Voc./Job Entry Option

Subject — Select One Core	Required ½-units
Technical Core — 5	☐☐☐☐☐☐☐☐☐☐
Vocational Core — 5	☐☐☐☐☐☐☐☐☐☐
Job Entry Core — 5	☐☐☐☐☐☐☐☐☐☐
Computer Science — ½	☐

Student Education Plan

Total credit still to be earned _____ How to be earned: ☐ GSD Adult Education Classes ☐ GED ☐ Work Experience ☐ Other schools

Course(s) Needed	Credit	Planned Completion	Date Completed	Course(s) Needed	Credit	Planned Completion	Date Completed

Minimum Competency: (Check only those completed.)

☐ Mathematics ☐ Reading ☐ Composition ☐ Listening ☐ Consumerism ☐ American Governance ☐ Problem Solving ☐ GED

_____ _____

(Staff Member's Signature) *(Student's Signature)*

_____

(Parent's Signature — if student is under 18)

BEST COPY AVAILABLE

GRANITE ADULT EDUCATION

SYLLABUS FOR ENGLISH

COURSE 1

ENGLISH 1

Mace Rich and

Jamie Evans

for

Granite Adult Education

August 1989

IMPORTANT INFORMATION. PLEASE READ.....

Welcome to Granite Adult Education's Electronic Learning Home Study program. This course will probably be quite different from any course you have ever taken before in school. There are no set number of hours you must spend in class or at home to get credit for the course. There will be no written assignments and no tests to be graded by the teacher. Your grade for the course will be determined by how well you do on the computer generated competency test you will be given at the end of the course.

* NO SET NUMBER OF HOURS. You will receive credit when you have mastered the material at a passing level, regardless of the time it takes you. On the average, it is possible to earn one-half credit in as little time as 18 to 24 hours of study.

* NO WRITTEN ASSIGNMENTS TO TURN IN. You will be given assignments to complete with each lesson, but you will not be required to turn them in for grading. They are given to test your understanding and to give you practice in preparing for the course exam.

* TESTS ARE FOR YOUR BENEFIT. With each lesson, there is a pre and post test. These are provided to help you gauge how you are doing in understanding the lesson material. If you get 80% or higher on the lesson post tests, you are prepared to take the course test.

* GRADE AND CREDIT BASED ON WHAT YOU KNOW, NOT HOW MUCH WORK YOU TURN IN. Your grade for the course will be determined based on the results of the course test which you will take on a computer at one of our adult high school learning centers. You must obtain a passing grade on the course test to receive credit. If you do not score high enough the first time, you may, after further study, take the test again.

* LEARN USING COMPUTER TUTORIALS, VIDEO AND AUDIO TAPES. The lesson information will be presented in a variety of ways. In addition to working in a text or workbook, you will be using computer disk tutorials, video and audio tapes to learn the lesson material.

SO GOOD LUCK. YOU ARE AT THE CONTROLS. NO ONE WILL BE WATCHING OVER YOU TO MAKE SURE YOU COMPLETE ASSIGNMENTS. HAVE FUN LEARNING AND ENJOY THE GREAT FEELING OF SATISFACTION WHEN YOU TAKE AND PASS THE COURSE TEST. HELP IS ALWAYS AVAILABLE AT ANY OF OUR LEARNING CENTERS.

QUESTIONS ABOUT THE COURSE:

HOW DO I KNOW WHEN I KNOW THE MATERIAL WELL ENOUGH TO PASS THE COURSE TEST?

TAKE THE PRE-TEST AT THE BEGINNING OF EACH LESSON. If you do well on the pre-test, you may not need to spend very much time on the lesson material. Go over the material to make sure you know it, then take the lesson post-test. If you do well on the post test, go on to the next lesson; If not, go back and complete the assigned work before moving on to the next lesson. A score of 80% or higher on the lesson pre and post tests is a good indication you are ready to move on to the next lesson.

WHAT ABOUT THE ASSIGNMENTS? IF THERE NEVER GRADED, WHY SHOULD I DO THEM?

Unless you feel quite confident you know the material, DO THE ASSIGNED WORK FOR EACH LESSON. Taking shortcuts may cause you to score at less than a passing level when you take the course test the first time.

DO I HAVE TO WORK ON THE COMPUTER AND DO THE OTHER ASSIGNMENTS NOT PART OF THE TEXT OR WORKBOOK?

No, it is not a requirement that you use all of the learning resources provided to learn the course material. However, using all of the resources that are suggested will definitely increase your chances of passing the course test the first time. USE THE COMPUTER TUTORIALS, VIDEO TAPES AND AUDIO TAPES ASSIGNED IN THE LESSONS.

DO I HAVE TO SPEND TIME AT SCHOOL?

PLAN ON SPENDING AT LEAST 1 HOUR PER WEEK IN THE LEARNING CENTER. Each learning center is stocked with computer programs, video and audio tapes to help you learn the material. These are valuable resources that you will want to make use of as you go through a course of study. In addition, our learning center teachers are anxious to assess your progress and provide needed assistance.

WHAT IF I HAVE A QUESTION AND CAN'T MAKE IT INTO THE LEARNING CENTER?

USE THE HOMEWORK HOTLINE IF YOU HAVE QUESTIONS THAT CAN BE ANSWERED OVER THE TELEPHONE. The number to call is: 964-7523 There is no charge for this service.

WHAT WILL THIS COST ME?

EACH SCHOOL HAS A SET RENTAL FEE FOR USING THE BOOKS AND TAPES IN THE LEARNING CENTER. Texts and workbooks rent for 1.00 per book. The rental fee for tapes is 3.00 per term. A deposit may be required which will be refunded to you at the end of the term providing the materials are returned in good condition.

TABLE OF CONTENTS

1 - NOUNS 1

2 - PRONOUNS 3

3 - VERBS 5

4 - VERB TENSES 7

5 - ADJECTIVES 9

6 - ADVERBS 11

7 - PREPOSITIONS AND CONJUNCTIONS 13

7A - INTERJECTIONS 15

8 - SIMPLE SENTENCE PATTERNS 17

9 - MORE PRONOUNS 19

10 - FINAL REVIEW 21

INTRODUCTION

To the Student

The structure of a language and how it works is called grammar. In this course you will learn more about the parts of speech and how to use them. You will also learn how to recognize parts of sentences and use verb forms correctly. This knowledge will allow you to make your communication more accurate and interesting.

To the Teacher

This course covers the following ASOP competencies:

IU #1 1-21
IU #2 1-12

Instructional Material Used

English Skills by Objectives, Book 1
English Skills by Objectives, Book 2
Computer Disks, "Diascriptive Language Arts Development" Disks #4-7 (by Educational Activities)
Computer Disk, "Language Skills" (by IBM)
Video, "English Over Easy #4: Grammar" Utah Office of Education

LESSON 1 - NOUNS

INTRODUCTION

The largest group of words in our language is made of nouns --words that name people, places or things. Some nouns name things that you can see or touch. Other nouns are names of ideas, like freedom, love, or happiness. It is important to recognize nouns and to understand the different ways in which they are used.

YOU WILL BE READY FOR THE NEXT LESSON WHEN YOU ARE ABLE TO:

1. Identify nouns in sentences
2. Identify and capitalize proper nouns
3. Recognize noun determiners and noun endings
4. Form plurals of nouns
5. Form possessives of nouns
6. Choose correct plural/possessive noun form

MATERIALS NEEDED

English Skills by Objective Book 1
English Skills by Objective Book 2
Computer Disk, "Naming Words" (Ed. Act.)
Computer Disk, "Language Skills" (IBM)

PRE-TEST

Book 2, Skill Units 1 and 2, p 1-2

Answers are in the Answer Key for Book 2. Circle the numbers of the questions that you missed, then look at the chart on p 20-22 of Book 2. The chart will show you which skills you should study.

ASSIGNMENT

1. Identify nouns in sentences
   a. Book 1, Skill 1A, p 17-20
   b. Book 2, Skill 1A, p 24-27

2. Identify proper and common nouns in sentences
   a. Book 1, Skill 1B, p 21-23
   b. Book 2, Skill 1B, p 27-30

3. Recognize noun determiners and noun endings
   a. Book 1, Skill 1C, p 23-36
   b. Book 2, Skill 1C, p 30-32
   c. Book 2, Skill 1D, p 32-33

5. Form plurals of nouns
   a. Book 2, Skill 2A, p 44-47

6. Form possessives of nouns
   a. Book 2, Skill 2B, p 47-50

7. Choose correct plural/possessive noun form
   a. Book 2, Skills 2C & 2D, p 50-56

8. Review Nouns
   a. Computer Disk, "Naming Words"

POST-TEST

Book 1, Self-Check: Skill Unit 1, p 26-27
Book 2, Self-Check: Skill Unit 1 part A, p 41
Book 2, Self-Check: Skill Unit 2, p 56-57

Answers are in the Answer Keys for Book 1 and Book 2. Passing scores are indicated at the end of each test. If you have mastered the skills covered in this lesson, go on to the next lesson. If your post test scores were less than the passing score, you may want to review the study material and/or consult with a learning center teacher before going on.

LESSON 2 - PRONOUNS

INTRODUCTION

A word that stands for a noun in a sentence is called a pronoun. Pronouns help avoid repetition. Repeating nouns again and again when reading or writing would be confusing, boring, and awkward. In this lesson, you will learn about different types of pronouns and how to identify them.

YOU WILL BE READY FOR THE NEXT LESSON WHEN YOU ARE ABLE TO:

1. Identify personal pronouns
2. Identify possessive pronouns
3. Identify interrogative, demonstrative, and indefinite pronouns

MATERIALS NEEDED

English Skills by Objective Book 1
Computer Disk, "Pronouns" (Ed.Act.)
Computer Disk, "Language Skills" (IBM)

PRE-TEST

Book 1, Unit 2, p 2-3

Answers are in the Answer Key for Book 1. Circle the numbers of the questions that you missed, then look at the chart on p 14-15 of Book 1. The chart will show you which skills you should study.

ASSIGNMENT

1. Identify personal pronouns
   a. Book 1, Skill 2A, p 29-34

2. Identify possessive pronouns
   a. Book 1, Skill 2B, p 34-38

3. Identify interrogative, demonstrative, and indefinite pronouns
   a. Book 1, Skill 2C, p 39-42

POST-TEST

Book 1, Self-Check: Skill Unit 2, p 42-44

Answers are in the Answer Key for Book 1. Passing scores are indicated at the end of each test. If you have mastered the skills covered in this lesson, go on to the next lesson. If your post test scores were less than the passing score, you may want to review the study material and/or consult with a learning center teacher before going on.

LESSON 3 - VERBS

INTRODUCTION

A group of words must have a verb to be a sentence. This lesson deals with identification of action verbs and linking verbs, and also helps you see the relationship between subjects and verbs.

YOU WILL BE READY FOR THE NEXT LESSON WHEN YOU ARE ABLE TO:

1. Identify action verbs in sentences
2. Identify verb phrases, main verbs, and helping verbs
3. Identify compound verbs
4. Identify subjects and verbs in sentences
5. Identify linking verbs

MATERIALS NEEDED

English Skills by Objective Book 1
English Skills by Objective Book 2
Computer Disk, "Language Skills" (IBM)
Computer Disk, "Action Words" (Ed.Act.)

PRE-TEST

Book 2, Unit 3, p 5-7

Answers are in the Answer Key for Book 2. Circle the numbers of the questions that you missed, then look at the chart on p 20-22 of Book 2. The chart will show you which skills you should study.

ASSIGNMENT

1. Identify action verbs in sentences
   a. Book 1, Skill 3A, p 45-50
   b. Book 2, Skill 3B, p 62-65

2. Identify verb phrases, main and helping verbs
   a. Book 1, Skill 3B, p 50-52
   b. Book 2, Skill 3C, p 65-68

3. Identify compound verbs
   a. Book 1, Skills 3C-3D, p 52-54

4. Identify subjects and verbs in sentences
   a. Book 1, Skills 4A-4F, p 57-78
   b. Book 2, Skill 3A, p 58-62

5. Identify linking verbs
   a. Book 1, Skills 5A-5C, p 80-88
   b. Book 2, Skills 3D-3F, p 68-76

6. Review Verbs
   a. Computer Disk, "Language Skills" Do LanLssn1

POST-TEST

Book 1, Self-Check: Skill Unit 3, p 56
Book 1, Self-Check: Skill Unit 4, p 78-79
Book 2, Self-Check: Skill Unit 3, p 76

Answers are in the Answer Keys for Book 1 and Book 2. Passing scores are indicated at the end of each test. If you have mastered the skills covered in this lesson, go on to the next lesson. If your post test scores were less than the passing score, you may want to review the study material and/or consult with a learning center teacher before going on.

LESSON 4 - VERB TENSES

INTRODUCTION

As you learned in the last lesson, verbs are used to tell what happens in a sentence. Verbs also tell whether the action takes place in the present, past, or future. To "tell time" with a verb you must change its form. Verb forms that express time are called tenses. By studying verb tenses you will know which form of the verb is the most appropriate.

YOU WILL BE READY FOR THE NEXT CHAPTER WHEN YOU ARE ABLE TO:

1. Use verbs correctly in the present tense
2. Use verbs correctly in the past tense
3. Use verbs correctly in the future tense
4. Use past participles to form the perfect tenses
5. Use the progressive forms of tenses correctly
6. Use the past and past participle forms of irregular verbs correctly
7. Use some problem verbs correctly

MATERIALS NEEDED

English Skills by Objective Book 2
Computer Disk, "Language Skills" (IBM)
Computer Disk, "Action Words" (Ed. Act.)

PRE-TEST

Book 2, Skill Units 4-5, p 7-11

Answers are in the Answer Key for Book 2. Circle the numbers of the questions that you missed, then look at the chart on p 20-22 of Book 2. The chart will show you which skills you should study.

ASSIGNMENT

1. Use verbs correctly in the present tense
   a. Book 2, Skill 4A, p 77-81

2. Use verbs correctly in the past tense
   a. Book 2, Skill 4B, p 81-84

3. Use verbs correctly in the future tense
   a. Book 2, Skill 4C, p 84-88

4. Use past participles to form the perfect tenses
   a. Book 2, Skill 4D, p 88-92

5. Use the progressive forms of tenses correctly
   a. Book 2, Skill 5A, p 95-101

6. Use the past and past participle forms of irregular verbs correctly
   a. Book 2, Skill 5B, p 101-107

7. Use some problem verbs correctly
   a. Book 2, Skill 5C, p 107-113

8. Review Verbs
   a. Computer disk, "Language Skills" Do LanLssn2, LanQuiz1, LanLssn3
   b. Computer disk, "Action Words"

POST-TEST

Book 2, Self-Check: Skill Unit 4, p 92-93
Book 2, Self-Check: Skill Unit 5, p 113

Answers are in the Answer Key for Book 2. Passing scores are indicated at the end of each test. If you have mastered the skills covered in this lesson, go on to the next lesson. If your post test scores were less than the passing score, you may want to review the study material and/or consult with a learning center teacher before going on.

LESSON 5 - ADJECTIVES

INTRODUCTION

An adjective modifies (tells you something more) about nouns and pronouns. The use of adjectives makes speaking and writing much more interesting and accurate. Compare these three sentences:

I found a dog.
I found a huge, sleek, ebony dog.
I found a lean, scruffy looking, multi-colored dog.

The adjectives (underlined words) in these sentences change the meaning of the sentences and give the reader a clearer picture of the dog.

YOU WILL BE READY FOR THE NEXT LESSON WHEN YOU ARE ABLE TO:

1. Identify adjectives in sentences
2. Recognize where adjectives are placed in sentences
3. Identify adjective endings
4. Use correct forms of comparative adjectives

MATERIALS NEEDED

English Skills by Objective Book 1
English Skills by Objective Book 2
Computer Disk, "Describing Words"
Computer Disk, "Language Skills" (IBM)

PRE-TEST

Book 2, Skill Unit 6, p 11-12

Answers are in the Answer Key for Book 2. Circle the numbers of the questions that you missed, then look at the chart on p 20-22 of Book 2. The chart will show you which skills you should study.

ASSIGNMENT

1. Identify adjectives in sentences
   a. Book 1, Skill 6A, p 90-95
   b. Book 2, Skill 6A, p 114-124

2. Recognize where adjectives are placed in sentences
   a. Book 1, Skill 6B, p 95-98
   b. Book 2, Skill 6B, p 124-138

3. Identify adjective endings
   a. Book 2, Skill 6C, p 128-131

4. Use correct forms of comparative adjectives
   a. Book 2, Skill 6D, p 131-136

5. Review Adjectives
   a. Computer Disk, "Describing Words"*

(*NOTE: This disk covers adjectives and adverbs. You may want to study part of it now, or wait and do all of the disk after the next lesson.)

POST-TEST

Book 1, Self-Check: Skill Unit 6, p 98-99
Book 2, Self-Check: Skill Unit 6, p 136-137

Answers are in the Answer Keys for Book 1 and Book 2. Passing scores are indicated at the end of each test. If you have mastered the skills covered in this lesson, go on to the next lesson. If your post test scores were less than the passing score, you may want to review the study material and/or consult with a learning center teacher before going on.

LESSON 6 - ADVERBS

INTRODUCTION

Adverbs modify (tell something more about) action verbs, adjectives, and other adverbs. Adverbs answer the questions, "Where?", "When?", "How?", and "To what extent?". Adverbs, like adjectives, make your language more exact and more interesting.

YOU WILL BE READY FOR THE NEXT LESSON WHEN YOU ARE ABLE TO:

1. Identify adverbs in sentences
2. Determine placement of adverbs in sentences
3. Make adverbs from adjectives
4. Use correct forms of comparative adverbs
5. Choose between adjective or adverb usage
6. Avoid common adverb usage problems

MATERIALS NEEDED

English Skills by Objective Book 1
English Skills by Objective Book 2
Computer Disk, "Describing Words" (Ed. Act.)
Computer Disk, "Language Skills" (IBM)

PRE-TEST

Book 2, Skill Unit 7, p 12-15

Answers are in the Answer Key for Book 2. Circle the numbers of the questions that you missed, then look at the chart on p 20-22 of Book 2. The chart will show you which skills you should study.

ASSIGNMENT

1. Identify adverbs in sentences
   a. Book 1, Skill 7A, p 101-104
   b. Book 1, Skill 7D, p 110-116
   c. Book 2, Skill 7A, p 138-143

2. Determine placement of adverbs in sentences
   a. Book 1, Skill 7C, p 108-110
   b. Book 2, Skill 7B, p 143-145

3. Make adverbs from adjectives
   a. Book 1, Skill 7B, p 104-108
   b. Book 2, Skill 7C, p 145-149

4. Use correct forms of comparative adverbs
   a. Book 2, Skill 7D, p 149-152

5. Choose between adjective or adverb usage
   a. Book 2, Skill 7E, p 152-155

6. Avoid common adverb usage problems
   a. Book 2, Skill 7F, p 155-158

7. Review Adjectives and Adverbs
   a. Computer Disk, "Describing Words"
   b. Computer Disk, "Language Skills" Do LanLssn4, LanQuiz 2

POST-TEST

Book 1, Self-Check: Skill Unit 7, p 116-117
Book 2, Self-Check: Skill Unit 7, p 158-160

Answers are in the Answer Keys for Book 1 and Book 2. Passing scores are indicated at the end of each test. If you have mastered the skills covered in this lesson, go on to the next lesson. If your post test scores were less than the passing score, you may want to review the study material and/or consult with a learning center teacher before going on.

LESSON 7 - PREPOSITIONS AND CONJUNCTIONS

INTRODUCTION

You know how to identify nouns, pronouns, verbs, adverbs, and adjectives in sentences. Prepositions and conjunctions are known as "connecting words." They allow us to put more information into a single sentence. Compare the two examples that follow.

Example 1 — The barn was burning. The horse was frightened. The fire frightened him. He kicked his stall. He ran outside. He was safe.

Example 2 — The horse was frightened by the fire in the burning barn. He kicked his stall and ran outside to safety.

Example 1 has no prepositions or conjunctions. It's very choppy. In Example 2, prepositions and conjunctions allow us to get the same information in two sentences instead of six.

YOU WILL BE READY FOR THE NEXT LESSON WHEN YOU ARE ABLE TO:

1. Identify prepositions and prepositional phrases
2. Use prepositional phrases effectively
3. Identify conjunctions in sentences

MATERIALS NEEDED

English Skills by Objective Book 1
English Skills by Objective Book 2

PRE-TEST

Book 1, Skill Unit 8, p 10-11
Book 2, Skill Unit 8, p 15-16

Answers are in the Answer Keys for Book 1 and Book 2. Circle the numbers of the questions that you missed, then look at the charts on p 14-15 of Book 1 and p 20-22 of Book 2. The charts will show you which skills you should study.

ASSIGNMENT

1. Identify prepositions and prepositional phrases
   a. Book 1, Skill 8A, p 119-123
   b. Book 2, Skill 8A, p 161-165

2. Use prepositional phrases effectively
   a. Book 2, Skill 8B, p 165-169

3. Identify conjunctions in sentences
   a. Book 1, Skill 8B, p 123

POST-TEST

Book 1, Self-Check: Skill Unit 8, p 128-129
Book 2, Self-Check: Skill Unit 8, p 169-171

Answers are in the Answer Keys for Book 1 and Book 2. Passing scores are indicated at the end of each test. If you have mastered the skills covered in this lesson, go on to the next lesson. If your post test scores were less than the passing score, you may want to review the study material and/or consult with a learning center teacher before going on.

LESSON 7A - INTERJECTIONS

INTRODUCTION

In this lesson you learn about the last part of speech - an interjection. An interjection is a word or group of words used to express strong feeling. It is usually followed by an exclamation point or a comma.

EXAMPLE

Hey! Did they win?
Watch out! That chair is broken.

YOU WILL BE READY FOR THE NEXT CHAPTER WHEN YOU ARE ABLE TO:

1. Identify interjections in a sentence

MATERIALS NEEDED

All materials necessary are in the syllabus. Interjections are easy to spot. There is no workbook assignment. See pre-test on the following page.

PRE-TEST

Underline the interjections in these sentences:

1. Wow! That's gorgeous.
2. Stop it! It's too noisy in here.
3. Hey, are you ready yet?

ASSIGNMENT

Underline the interjections in these sentences.

EXAMPLE: Wow! That's gorgeous.

1. Come on. Let's go.
2. Hurry! We can't be late.
3. Ouch! That hurts.
4. Cut it out! That tickles.
5. Wow! That was some catch.
6. Oh, that's a beautiful sunset.

Answers

1. Come on
2. Hurry
3. Ouch
4. Cut it out
5. Wow
6. Oh

THERE IS NO POST TEST FOR THIS LESSON

LESSON 8 - SIMPLE SENTENCE PATTERNS

INTRODUCTION

Now you know all 8 parts of speech and their functions in a sentence. You know that a sentence must have a subject and a verb. You can use adjectives, adverbs, and prepositional phrases to describe nouns, pronouns, and verbs. This lesson will explore how these parts of speech relate to each other in simple sentences.

YOU WILL BE READY FOR THE NEXT LESSON WHEN YOU ARE ABLE TO:

1. Identify the parts of a complete sentence (subject + action verb)
2. Identify sentences with the form: subject + action verb + direct object
3. Identify sentences with the form: subject + action verb + indirect object + direct object
4. Identify sentences with the form: subject + liking verb + subject complement
5. Identify parts of "unusual" sentences

MATERIALS NEEDED

English Skills by Objective Book 1
English Skills by Objective Book 2
Computer Disk, "Sentence Sense" (Ed.Act.)
Computer Disk, "Language Skills" (IBM)

PRE-TEST

Book 2, Skill Unit 9, p 17-18

Answers are in the Answer Key for Book 2. Circle the numbers of the questions that you missed, then look at the chart on p 20-22 of Book 2. The chart will show you which skills you should study.

ASSIGNMENT

1. Identify the parts of a complete sentence (subject + action verb)
   a. Book 1, Skill 9A, p 131-138
   b. Book 2, Skill 9A, p 172-180

2. Identify sentences with the form: subject + action verb + direct object
   a. Book 1, Skill 9B, p 138-143
   b. Book 2, SKill 9A, p 172-180

3. Identify sentences with the form: subject + action verb + indirect object + direct object
   a. Book 1, Skill 9C, p 143-151
   b. Book 2, Skill 9A, p 172-180

4. Identify sentences with the form: subject + liking verb + subject complement
   a. Book 1, Skill 9D, p 151-158
   b. Book 2, Skill 9B, p 180-184

5. Identify parts of "unusual" sentences
   a. Book 2, Skill 9C, p 184-188

POST-TEST

Book 1, Self-Check: Skill Unit 9, p 158-159
Book 2, Self-Check: Skill Unit 9, p 188-190

Answers are in the Answer Keys for Book 1 and Book 2. Passing scores are indicated at the end of each test. If you have mastered the skills covered in this lesson, go on to the next lesson. If your post test scores were less than the passing score, you may want to review the study material and/or consult with a learning center teacher before going on.

LESSON 9 - MORE PRONOUNS

INTRODUCTION

Many common usage errors are made by choosing the wrong pronoun. This lesson will review the kinds of pronouns that you have already studied and will introduce you to other pronouns and their uses.

YOU WILL BE READY FOR THE NEXT CHAPTER WHEN YOU ARE ABLE TO:

1. Use subject and object pronouns correctly
2. Use interrogative and relative pronouns correctly
3. Use demonstrative and reflexive/intensive pronouns correctly
4. Use possessive pronouns correctly
5. Make pronouns agree with their antecedents

MATERIALS NEEDED

English Skills by Objective Book 2
Computer Disk, "Language Skills" (IBM)
Computer Disk, "Pronouns" (Ed. Act.)

PRE-TEST

Book 2, Skill Unit 10, p 19-20

Answers are in the Answer Key for Book 2. Circle the numbers of the questions that you missed, then look at the chart on p 20-22 of Book 2. The chart will show you which skills you should study.

ASSIGNMENT

1. Use subject and object pronouns correctly
   a. Book 1, Skill 2A, p 29-34 (review)
   b. Book 2, Skill 10A, p 191-199

2. Use interrogative and relative pronouns correctly
   a. Book 1, Skill 2C, p 39-42 (review)
   b. Book 2, Skill 10B, p 199-205

3. Use demonstrative and reflexive/intensive pronouns correctly
   a. Book 2, Skill 10C, p 205-209

4. Use possessive and indefinite pronouns correctly
   a. Book 1, Skill 2B-2C, p 34-42 (review)
   b. Book 2, Skill 10D, p 209-215

5. Make pronouns agree with their antecedents
   a. Book 2, Skill 10E, p 216-220

6. Review Pronouns
   a. Computer disk "Language Skills" Do LanLssn5, LanLssn6, LanQuiz3
   b. Computer disk, "Pronouns"

POST-TEST

Book 2, Self-Check: Skill Unit 10, p 221-224

Answers are in the Answer Key for Book 2. Passing scores are indicated at the end of each test. If you have mastered the skills covered in this lesson, go on to the next lesson. If your post test scores were less than the passing score, you may want to review the study material and/or consult with a learning center teacher before going on.

LESSON 10 - FINAL REVIEW

INTRODUCTION

Congratulations! You've now completed English 1. Lesson 10 is the final review covering all the material you've learned in this syllabus. Spend the time you need to review any concepts you're not sure of, then prepare to take the final test.

ASSIGNMENT

Video, "English Over Easy #4: Grammar"
Computer disk, "Language Skills" Do LanTest1, LanTest2 and LanTest3
Computer disk, "Grammar Gremlins" (Davidson)

Book 2, Post-tests p 225-243.

Check your answers with the answer key. Circle the questions you missed, then look at the chart on page 244 (Book 2). It will show you where to go to get help with the skills that gave you trouble. You should review the lessons that match the questions you missed.

POST-TEST

Arrange to take the final test for English 1 on the computer.

LISTING OF COMPETENCIES BY I.U. FOR: LISTENING (PRE-LIT)

IU # 1 ANSWERING QUESTIONS

1 RESPONDING TO WHAT/WHEN/WHERE QUESTIONS
2 RESPONDING TO YES/NO QUESTIONS
3 UNDERSTANDING AND RESPONDING TO QUESTIONS OF IDENTIFICATION AND ORIGIN
4 RESPONDING TO REQUESTS FOR CLARIFICATION
5 UNDERSTANDING AND FOLLOWING SIMPLE REQUESTS AND COMMANDS

LISTING OF COMPETENCIES BY I.U. FOR: SPEAKING (PRE-LIT)

IU # 1 ANSWERING QUESTIONS

ANSWERING SIMPLE QUESTIONS
2 ANSWERING QUESTIONS ABOUT TIME
USING COMMON QUESTION WORDS
USING AND UNDERSTANDING YES/NO QUESTIONS

IU # 2 EXPRESSING THE NEED FOR HELP

1 ASKING FOR HELP
2 REQUESTING SERVICES IN A RESTAURANT

IU # 3 REQUESTING INFORMATION ON ESL CLASSES

1 REQUESTING INFORMATION ON ESL CLASSES

LISTING OF COMPETENCIES BY I.U. FOR: COMMUNITY OR (PRE-LIT)

IU # 1 GREETINGS AND INTRODUCTIONS

1 UNDERSTANDING AND USING COMMON GREETINGS
2 UNDERSTANDING AND MAKING INTRODUCTIONS

IU # 2 TIME CONCEPTS

1 TELLING TIME
2 UNDERSTANDING CALENDAR TIME
3 IDENTIFYING AND OBSERVING HOLIDAYS

IU # 3 MONEY

1 IDENTIFYING AND COMBINING CURRENCY DENOMINATIONS

IU # 4 FOOD

1 IDENTIFYING COMMON FOODS AND GENERAL NUTRITION PRINCIPLES
2 UNDERSTANDING PROPER FOOD STORAGE
3 IDENTIFYING QUANTITIES OF FOOD
4 IDENTIFYING FOOD STORE TYPES, TERMS AND PRINCIPLES

IU # 5 ANATOMY, HYGIENE AND HEALTH CARE

1 IDENTIFYING PARTS OF THE BODY
2 LEARNING PROPER CARE OF THE BODY
3 IDENTIFYING AND DESCRIBING COMMON AILMENTS
4 UNDERSTANDING IMMUNIZATION
5 UNDERSTANDING MEDICATIONS AND TREATMENTS

6 LEARNING HEALTHY HOME CARE

IU # 6 EMERGENCIES

1 UNDERSTANDING GENERAL ACCIDENT PREVENTION
2 LEARNING SAFETY PRECAUTIONS INSIDE THE HOME
3 LEARNING SAFETY PRECAUTIONS OUTSIDE THE HOME

IU # 7 CLOTHING

1 CHOOSING AND CARING FOR CLOTHING
2 IDENTIFYING COLORS, SIZES, PRICE MARKINGS
3 IDENTIFYING VARIOUS FABRICS
4 DEVELOPING SKILL IN PURCHASING

IU # 8 HOUSING

1 IDENTIFYING ROOMS AND FURNISHINGS
2 IDENTIFYING TYPES OF HOUSING AND LOCATIONS
3 UNDERSTANDING RENTAL POLICIES
4 UNDERSTANDING HOME MAINTENANCE PRINCIPLES

IU # 9 TRANSPORTATION

1 USING LOCAL TRANSPORTATION
2 USING OUT OF TOWN TRANSPORTATION

LISTING OF COMPETENCIES BY I.U. FOR: COMMUNITY OR (PRE-LIT)

IU # 10 EMPLOYMENT

1 KNOWING HOW AND WHERE TO LOOK FOR EMPLOYMENT
2 PREPARING FOR INTERVIEWS AND FOLLOW-UP
LEARNING ON-THE-JOB WORK ETHICS

IU # 11 COMMUNITY SERVICES

USING BANKS
2 UNDERSTANDING POST OFFICE PROCEDURES
3 UNDERSTANDING SCHOOL SYSTEMS AND PROCEDURES
FINDING AND USING MISCELLANEOUS COMMUNITY SERVICES

LISTING OF COMPETENCIES BY I.U. FOR: ALGEBRA-COLLEGE ENTRY

IU # 1 SETS

1 DEFINING SETS
2 CLASSIFYING SETS AS FINITE OR INFINITE
3 DEFINING SUBSETS
4 DEFINING THE NULL OR EMPTY SET
5 DEFINING THE UNION OF SETS

6 DEFINING THE INTERSECTION OF SETS
7 DEFINING DISJOINT SETS
8 USING VENN DIAGRAMS TO ILLUSTRATE PROPERTIES OF SETS

IU # 2 ORDER OF OPERATIONS

1 KNOWING THE ORDER OF OPERATIONS
2 USING PARANTHESES TO INDICATE ORDER OF OPERATIONS
3 USING COMMUTATIVE PROPERTY OF ADDITION AND MULTIPLICATION
4 USING ASSOCIATIVE PROPERTY OF ADDITION AND MULTIPLICATION
5 USING THE DISTRIBUTIVE PROPERTY

6 USING THE PROPERTIES OF ZERO
7 USING THE PROPERTIES OF ONE

IU # 3 INTEGERS

1 RECOGNIZING THE ADDITIVE INVERSE OF A WHOLE NUMBER
2 DEFINING AND LOCATING INTEGERS ON THE NUMBER LINE
3 ADDING INTEGERS WITH LIKE OR UNLIKE SIGNS
4 SUBTRACTING INTEGERS WITH LIKE OR UNLIKE SIGNS
5 ADD OR SUBTRACT INTEGERS GROUPED WITH PARENTHESES

6 MULTIPLYING INTEGERS WITH LIKE OR UNLIKE SIGNS
7 DIVIDING INTEGERS WITH LIKE OR UNLIKE SIGNS
8 MULTIPLYING AND DIVIDING INTEGERS GROUPED WITH PARANTHESES
9 PERFORMING MULTIPLE OPERATIONS ON INTEGERS GROUPED WITH PARANTHESES

IU # 4 SIMPLIFYING AND SOLVING EQUATIONS

1 USING VARIABLES TO REPRESENT UNKNOWN NUMBERS
2 IDENTIFYING COEFFICIENTS, TERMS AND FACTORS
3 SIMPLIFYING EXPRESSIONS BY ADDING LIKE TERMS
4 SOLVING EQUATIONS WITH THE VARIABLE ON ONE SIDE
5 SOLVING EQUATIONS WITH VARIABLES ON BOTH SIDES

6 SOLVING EQUATIONS CONTAINING PARENTHESES
7 SOLVING WORD PROBLEMS INVOLVING EQUATIONS

IU # 5 ABSOLUTE VALUE AND INEQUALITIES

1 COMPARING NUMBERS USING < AND > SIGNS
2 GRAPHING INEQUALITIES ON A NUMBER LINE
3 SOLVING INEQUALITIES
4 COMBINING INEQUALITIES TO FORM CONJUNCTIONS AND DISJUNCTIONS
5 DEFINING ABSOLUTE VALUE AND USING ABSOLUTE VALUE NOTATION

6 SOLVING EQUATIONS WITH ABSOLUTE VALUE

LISTING OF COMPETENCIES BY I.U. FOR: ALGEBRA-COLLEGE ENTRY

7 need to name competency here

IU # 6 POWERS AND POLYNOMIALS

1 APPLYING THE PROPERTIES OF EXPONENTS
2 CLASSIFYING POLYNOMIALS BY THE NUMBER OF TERMS OR BY DEGREE
3 ADDING POLYNOMIALS
4 SUBTRACTING POLYNOMIALS
5 MULTIPLYING MONOMIALS
6 MULTIPLYING POLYNOMIALS BY MONOMIALS
7 MULTIPLYING BINOMIALS
8 MULTIPLYING POLYNOMIALS BY POLYNOMIALS
9 SQUARING A BINOMIAL
10 MULTIPLYING A BINOMIAL SUM BY ITS DIFFERENCE
11 DIVIDING A MONOMIAL WITH A MONOMIAL
12 DIVIDING A POLYNOMIAL WITH A MONOMIAL

IU # 7 FACTORING

1 FACTORING WHOLE NUMBERS INTO PRIMES
2 FINDING COMMON MONOMIAL FACTORS OF A POLYNOMIAL EXPRESSION
3 FACTORING TRINOMIALS OF THE FORM AX2 + BX + C
4 FACTORING TRINOMIALS OF THE FORM SX2 - BX + C
5 FACTORING TRINOMIALS WHICH ARE PERFECT SQUARES
6 FACTORING GENERAL TRINOMIALS
7 FACTORING THE DIFFERENCE OF SQUARES

IU # 8 SQUARE ROOTS AND RADICAL EQUATIONS

1 IDENTIFYING SQUARE ROOT, RADICAL SIGN, RADICAND, PERFECT SQUARES
2 USING A TABLE OR CALCULATOR TO APPROXIMATE SQUARE ROOTS
3 UNDERSTANDING THE DIFFERENCE BETWEEN RATIONAL AND IRRATIONAL NUMBERS
4 SIMPLIFYING SQUARE ROOTS OF NUMBERS
5 SIMPLIFYING RADICAL EXPRESSIONS CONTAINING VARIABLES
6 ADDING AND SUBTRACTING RADICALS
7 MULTIPLYING AND DIVIDING RADICALS
8 SOLVING EQUATIONS INVOLVING SQUARES AND SQUARE ROOTS
9 RATIONALIZING THE DENOMINATOR OF SQUARE ROOTS

IU # 9 SOLVING QUADRATIC EQUATIONS

1 SOLVING QUADRATIC EQUATIONS BY FACTORING
2 SOLVING EQUATIONS OF THE FORM (x - b)2 = c
3 SOLVING EQUATIONS OF THE FORM (zx - b)2 = c
4 SOLVING QUADRATIC EQUATIONS BY COMPLETING THE SQUARE
5 SOLVING QUADRATIC EQUATIONS BY USING THE QUADRATIC FORMULA

IU # 10 RATIONAL EXPRESSIONS AND FRACTIONAL EQUATIONS

1 SIMPLIFYING RATIONAL NUMBERS
2 SIMPLIFYING THE QUOTIENT OF TWO MONOMIALS

LISTING OF COMPETENCIES BY I.U. FOR: ALGEBRA-COLLEGE ENTRY

3 SIMPLIFYING THE QUOTIENT OF TWO POLYNOMIALS WITH COMMON FACTORS
4 USING -1 TO CHANGE FACTORS OF THE FORM (x-a) INTO THE FORM -1(a-x)
5 SOLVING WORD PROBLEMS INVOLVING RATIOS
6 SOLVING EQUATIONS INVOLVING PROPORTIONS
7 MULTIPLYING RATIONAL EXPRESSIONS

8 DIVIDING RATIONAL EXPRESSIONS
9 ADDING AND SUBTRACTING RATIONAL EXPRESSIONS WITH THE SAME DENOMINATOR
10 ADDING AND SUBTRACTING RATIONAL EXPRESSIONS WITH UNLIKE DENOMINATORS
11 SOLVING FRACTIONAL EQUATIONS

IU # 11 SOLVING WORD PROBLEMS INVOLVING DECIMALS

1 SIMPLIFYING DECI. COEFFICIENTS IN EQU'NS BY X THEM BY MULTIPLES OF TEN
2 SOLVING WORD PROBLEMS INVOLVING DECIMAL NUMBERS IN EQUATIONS
3 SOLVING WORD PROBLEMS INVOLVING PERCENTAGE IN EQUATIONS
4 CALCULATING INTEREST USING THE FORMULA 1 = PRT
5 SOLVING WORD PROBLEMS INVOLVING INTEREST IN AN INVESTMENT SITUATION

6 SOLVING WORD PROBLEMS INVOLVING MISTURES IN EQUATIONS
7 SOLVING WORD PROBLEMS INVOLVING DISTANCE, RATE AND TIME

IU # 12 GRAPHS IN THE PLANE

1 PLOTTING POINTS IN A PLANE
2 GRAPHING EQUATIONS IN TWO VARIABLES BY PLOTTING POINTS
3 FINDING THE SLOPE OF A LINE
4 FINDING THE EQUATION OF A LINE
5 USING THE SLOPE-INTERCEPT FORM OF A LINEAR EQUATION

6 GRAPHING INEQUALITIES IN TWO VARIABLES
7 USING FORMULAS TO FIND DISTANCE AND MIDPOINT

IU # 13 SYSTEMS OF EQUATIONS

1 SOLVING SYSTEMS OF EQUATIONS BY GRAPHING
2 SOLVING SYSTEMS OF EQUATIONS BY SUBSTITUTION
3 SOLVING SYSTEMS OF EQUATIONS BY ADDITION
4 SOLVING SYSTEMS OF EQUATIONS BY MULTIPLICATION AND ADDITION
5 IDENTIFYING SYSTEMS WITH NO SOLUTIONS OR INFINITELY MANY SOLUTIONS

6 SOLVING SYSTEMS OF INEQUALITIES BY GRAPHING

LISTING OF COMPETENCIES BY I.U. FOR: GEOMETRY

LINE NO.	COMPETENCIES FOR THE SUBJECT: GEOMETRY INSTR'L UNIT #14 PRINCIPLES OF LOGIC
01	DEFINE A LOGICAL STATEMENT, POSTULATE, THEREOM, COROLLARY
02	UNDERSTAND CONDITIONAL STATEMENTS
03	DEFINE INVERSE
04	DEFINE CONTRAPOSITIVE
05	DEFINE CONVERSE
06	DEFINE BICONDITIONAL STATEMENTS
07	UNDERSTAND INDUCTIVE AND DEDUCTIVE REASONING IN PROOFS

LINE NO.	COMPETENCIES FOR THE SUBJECT: GEOMETRY INSTR'L UNIT #15 PROPERTIES OF EQUALITY AND INEQUALITY
01	UNDERSTAND REFLEXIVE RELATIONSHIPS
02	UNDERSTAND SYMMETRIC RELATIONSHIPS
03	UNDERSTAND TRANSITIVE RELATIONSHIPS
04	UNDERSTAND AN EQUIVALENCE RELATION SATIFIES REFLEX, SYMMET., TRANS.
05	DEFINE CONGRUENCE AND SIMILARITY
06	DEFINE PARALLELISM AND PERPENDICULARITY

LINE NO.	COMPETENCIES FOR THE SUBJECT: GEOMETRY INSTR'L UNIT #16 ANGLES AND LINES
01	RECOGNIZE THE SYMBOLS FOR POINTS, SEGMENTS, ANGLES, VERTEX, RAYS, LINES
02	RECOGNIZE CONGRUENT LINE SEGMENTS
03	DEFINE A PLANE
04	IDENTIFY PARALLEL LINES
05	MEASURE ANGLES BETWEEN 0 AND 180 DEGREES USING PROTRACTOR
06	IDENTIFY ACUTE, RIGHT, OBTUSE ANGLES
07	RECOGNIZE ANGLES OF 30, 45, 60, 90 DEGREES
08	IDENTIFY PERPENDICULAR LINES
09	IDENTIFY PERPENDICULAR BISECTOR OF A SEGMENT
10	DEFINE SUPPLEMENTARY ANGLES, COMPLIMENTARY ANGLES
11	DEFINE ADJACENT ANGLES, VERTICAL ANGLES
12	IDENTIFY RELATIONSHIPS OF ANGLES FORMED BY PARALLEL LINES AND A TRANSVERSAL

LINE NO.	COMPETENCIES FOR THE SUBJECT: GEOMETRY INSTR'L UNIT #17 QUADRILATERALS
01	RECOGNIZE PROPERTIES OF RECTANGLES
02	RECOGNIZE PROPERTIES OF SQUARES
03	RECOGNIZE PROPERTIES OF PARALLELOGRAMS
04	RECOGNIZE PROPERTIES OF RHOMBII
05	RECOGNIZE PROPERTIES OF TRAPEZOIDS
06	FIND THE AREA OF SQUARES AND RECTANGLES
07	FIND THE AREA OF RHOMBII AND PARALLELOGRAMS
08	FIND THE AREA OF TRAPEZOIDS
09	SOLVE STORY PROBLEMS INVOLVING RECTANGULAR AREAS

LINE NO. COMPETENCIES FOR THE SUBJECT: GEOMETRY
INSTR'L UNIT #18 TRIANGLES

01 DEFINE: TRIANGLE, ALTITUDES, MEDIAN, ANGLE BISECTORS
02 CLASSIFY TRIANGLES ACCORDING TO SIDES OR ANGLES
03 DEFINE RELATIONSHIPS IN TRIANGLES
04 RECOGNIZE INEQUALITY RELATIONSHIPS OF A TRIANGLE
05 IDENTIFY CONGRUENT TRIANGLES
06 RECOGNIZE PROPERTIES OF AN ISOSCELES TRIANGLE
07 APPLY THE PYTHAGOREAN THEOREM
08 FIND MISSING SIDES IN A 30-60-90 TRIANGLE
09 FIND MISSING SIDES IN A 45-45-90 TRIANGLE
10 FIND THE AREA OF A TRIANGLE BY ESTIMATING THE NUMBER OF SQUARES
11 FIND THE AREA OF A TRIANGLE
12 SOLVE STORY PROBLEMS INVOLVING THE AREA OF TRIANGLES

LINE NO. COMPETENCIES FOR THE SUBJECT: GEOMETRY
INSTR'L UNIT #19 POLYGONS

01 CLASSIFY POLYGONS ACCORDING TO NUMBER OF SIDES
02 DEFINE REGULAR POLYGONS
03 SOLVE FOR AN UNKNOWN TERM IN A GIVEN PROPORTION
04 APPLY PROPORTIONS IN SIMILAR POLYGONS

LINE NO. COMPETENCIES FOR THE SUBJECT: GEOMETRY
INSTR'L UNIT #20 CIRCLES

01 IDENTIFY: CHORDS, SECANTS, TANGENTS, RADII, DIAMETER, CIRCUMFERENCE, ARC
02 DEFINE: CHORDS, SECANTS, TANGENTS, RADII, DIAMETER, CIRCUMFERENCE, ARC
03 DEFINE PI AND RECOGNIZE ITS SYMBOL
04 FIND THE CIRCUMFERENCE OF A CIRCLE
05 SOLVE WORD PROBLEMS INVOLVING CIRCLES OR CIRCUMFERENCE
06 DETERMINE AREA OF A CIRCLE BY ESTIMATING THE NUMBER OF SQUARES
07 FIND THE SQUARE OF A GIVEN RADIUS
08 DETERMINE THE AREA OF A CIRCLE USING THE FORMULA A=PI * R SQUARED
09 SOLVE WORD PROBLEMS INVOLVING THE AREA OF A CIRCLE
10 RELATE A CENTER ANGLE TO ITS INTERCEPTED ARC
11 RELATE AN INSCRIBED ANGLE TO ITS INTERCEPTED ARC
12 IDENTIFY CIRCUMSCRIBED AND INSCRIBED FIGURES
13 POLYGONS

LINE NO. COMPETENCIES FOR THE SUBJECT: GEOMETRY
INSTR'L UNIT #21 VOLUME

01 IDENTIFY PRISMS, PYRAMIDS, CONES, CYLINDERS AND SPHERES
02 DETERMINE THE CUBIC UNITS IN A RECTANGULAR SOLID BY COUNTING CUBES
03 FIND THE VOLUME OF A RECTANGULAR SOLID USING THE FORMULA V=L*W*H
04 CONVERT ONE CUBIC MEASUREMENT TO ANOTHER CUBIC MEASUREMENT OF A RECTANGLE
05 SOLVE STORY PROBLEMS RELATING TO THE VOLUME OF A RECTANGLE
06 CALCULATE VOLUME FOR RIGHT CIRCULAR CYLINDERS
07 CALCULATE VOLUME FOR RIGHT CIRCULAR CONES
08 CALCULATE VOLUME FOR PYRAMIDS
09 CALCULATE VOLUME FOR SPHERES

LISTING OF COMPETENCIES BY INSTRUCTIONAL UNITS FOR GENERAL CORE ENGLISH A.E.S.O.P.

I.U. # 1 PARTS OF SPEECH: NOUNS AND VERBS

1. Recognize nouns in a sentence
2. Understand differences between common and proper nouns
3. Identify and correctly use collective nouns
4. Use the proper rules for forming plurals of nouns
5. Recognize the difference between plural and possessive forms of nouns
6. Recognize action, linking and state-of-being verbs
7. Find helping and main verbs
8. Identify and correctly use different verb tenses
9. Identify the principal parts of a verb
10. Use the correct form of regular and irregular verbs
11. Use the right form of the verb "to be".
12. Use troublesome verbs correctly
13. Make subjects and verbs agree.
14. Identify and correctly use transitive and intransitive verbs.

I.U. # 2 PARTS OF SPEECH: PRONOUN, MODIFIERS AND CONNECTING WORDS

1. Recognize and correctly use pronouns and their antecedents in a sentence
2. Show correct use of pronouns as a subject in a sentence
3. Show correct use of pronouns as an object in a sentence
4. Recognize possessive and compound pronouns in a sentence
5. Identify adjectives in a sentence
6. Use proper adjectives correctly
7. Find predicate adjectives in a sentence
8. Make correct adjective comparisons
9. Identify adverbs in a sentence
10. Make correct adverb comparisons
11. Identify and correctly use prepositions in a phrase
12. Identify conjunctions in a sentence
13. Recognize interjections

I.U. #3 BUILDING SENTENCES

1. Recognize and compose clear and concise sentences
2. Identify complete sentences, fragments, and run-on sentences
3. Demonstrate differences between declarative, interrogative, imperative and exclamatory sentences
4. Use correct capitalization and end punctuation
5. Identify and correctly use subject, predicate and complements in a sentence
6. Distinguish between direct objects, indirect objects, and predicate words.
7. Recognize compound subjects and predicates in a sentence
8. Recognize compound sentences
9. Distinguish between phrases and clauses

I.U. #4 PUNCTUATION AND CAPITALIZATION

1. Capitalize proper nouns and adjectives
2. Demonstrate correct capitalization of quotations
3. Use correct capitalization and end punctuation
4. Demonstrate correct use of commas in addresses and dates
5. Use commas correctly in series
6. Use commas correctly with introductory words and phrases
7. Show correct use of commas in appositives and parenthetical information
8. Understand the use of the apostrophe, hyphen, colon, and semi-colon
9. Show correct use of quotation marks and other punctuation in direct quotations
10. Punctuate and capitalize titles correctly
11. Use abreviations correctly

I. U. #5 LEARNING WORDS

1. Identify commonly misspelled words
2. Correctly spell words with ie and ei
3. Add prefixes and suffixes correctly
4. Recognize correctly used homonyms and other confusing words
5. Use basic spelling rules in identification of misspelled words
6. Show knowledge of using context clues to learn what words mean
7. Recognize synonyms and antonyms of words

8. Recognize and use root words, prefixes and suffixes as a method to increase vocabulary
9. Recognize various types of figurative language
10. Demonstrate correct use of the dictionary
11. Recognize the difference between standard and non-standard English

I.U. #6 THE PROCESS OF WRITING PARAGRAPHS

1. Recognize the parts of a paragraph, i.e. topic sentence, details, summary.
2. Understand different ways to organize paragraphs i.e., chronological, spatial, cause and effect
3. Identify and use expository, descriptive and narrative paragraphs
4. Show correct use of transitions
5. Demonstrate the ability to select an idea and develop it into a paragraph
6. Recognize and delete irrelevant details from a paragraph
7. Show correct use of proofreading and revision

I.U. #7 NARRATIVE WRITING(I.U. #6 is Prerequisite)

1. Demonstrate point of view when writing
2. Demonstrate the correct organization of a narrative
3. Use dialogue correctly in a narrative
4. Demonstrate use of transitions
5. Show understanding and use of description
6. Develop characters in a narrative
7. Use conflict and climax in a narrative.
8. Show correct use of proofreading and revision

I.U. #8 EXPOSITORY AND PERSUASIVE WRITING (I.U. #6 is Prerequisite)

1. Use facts, reasons, position statements, arguments in an essay
2. Identify audience for an essay
3. Show correct use of transitions in essays
4. Demonstrate correct use of paragraphing
5. Compose an essay explaining a process
6. Write an essay stating an opinion or a definition

7. Write a persuasive essay using correct techniques
8. Show correct use of proofreading and revision

I. U. #9 CREATIVE WRITING

1. Use figurative language appropriately
2. Show ability to describe accurately
3. Write dialogue correctly
4. Compose different types of poetry, i.e., concrete, haiku, lyric, narrative
5. Create believable characters
6. Show correct use of stage directions
7. Write short stories, fantasy, poetry, and/or drama
8. Demonstrate methods used in advertising
9. Show correct use of proofreading and revision

I.U. #10 PRACTICAL WRITING

1. Keep a journal and write an assessment of activities
2. Demonstrate knowledge of accepted business letter format
3. Compose a letter of complaint or inquiry
4. Write a letter to the editor, government official, or school board
5. Complete a letter of application for employment
6. Develop a personal resumé

I. U. #11 STUDY SKILLS

1. Demonstrate understanding of dictionary markings and abreviations.
2. Identify origins of words
3. Select appropriate dictionary definitions
4. Demonstrate knowledge of alphabetizing and use of a card catalogue.
5. Demonstrate mastery of research skills using reference materials
6. Demonstrate mastery of note-taking skills, i.e., main idea, supporting details
7. Develop ability to summarize written material
8. Correctly use an outline

9. Use proofreading techniques correctly
10. Prepare a short report or presentation

I.U. #12 LISTENING AND READING SKILLS

1. Recognize and outline main ideas and supporting ideas from selected reading or from dictated material
2. Demonstrate mastery of listening skills by recalling significant details from an oral presentation.
3. Make correct inferences and draw correct conclusions from written or oral materials
4. Show knowledge of reading skills, i. e., skimming, inferences, main ideas,
5. Use SQ3R method for reading textbooks
6. Show ability to read for different purposes
7. Develop a procedure for studying

I.U. # 13 INTRODUCTION TO SHORT STORIES

1. Recognize the plot of a story
2. Identify the setting of a story
3. Identify the author's point of view
4. Recognize the author's use of irony
5. Recognize the conflict in a story
6. Identify the development of characters
7. Identify the mood of a story
8. Recognize the themes of a story

I. U. #14 INTRODUCTION TO POETRY

1. Demonstrate knowledge of lyric and narrative poetry
2. Identify rhyme and meter in poetry
3. Recognize and use correctly metaphors and similes
4. Identify and explain use of hyperbole, personification, irony satire, etc.
5. Identify and explain poetic devices, i.e., form, sound, sensory language
6. Explain the use of mood and tone in poetry
7. Recognize the use of imagery in poetry
8. Describe the poet's message to the reader

I. U. #15 INTRODUCTION TO DRAMA

1. Identify the use of protagonist and antagonist
2. Compare and contrast the interaction of characters in drama
3. Explain the use of flashback and foreshadowing in drama
4. Describe setting in a drama
5. Identify the use of theme in drama
6. Make valid inferences from reading drama
7. Show knowledge of stage directions
8. Recognize the unique factors of drama, i.e., time, audience, staging,

I.U. # 16 INTRODUCTION TO THE NOVEL

1. Identify different types of novels, i.e., romance, western, adventure
2. Discuss how literature helps to clarify and give meaning to personal values and observations
3. Show how the plot structure of a novel differs from that of a short story
4. Discuss the development and resolution of conflict in a novel
5. Explain how the length of a novel enhances the full development of main and minor characters
6. Discuss author's writing style, i.e., vocabulary, dialects, descriptive language, sentence length
7. Identify and define symbolism used in everyday life
8. Show how symbolism is used in a novel

*******OTHER UNITS WILL REMAIN THE SAME WITH EACH DISTRICT TO HAVE THE OPTION TO DEVELOP OWN UNITS BASED AROUND LITERATURE THAT THEY LIKE OR HAVE AVAILABLE. STUDENTS SHOULD COMPLETE THE INTRODUCTION UNITS BEFORE GOING TO THE OTHER UNITS ON SPECIFIC LITERATURE.**

*******COLLEGE PREPARATION UNITS WILL REMAIN THE SAME EXCEPT THE RESEARCH PAPER NEEDS TO BE REDONE. DISTRICTS MAY ADD OTHER UNITS AS THEY DEEM NECESSARY.**

COMPUTER SOFTWARE EVALUATION

INTRODUCTION: In connection with a 353 grant, Granite District had the task of evaluating computer disk tutorials in terms of the following criteria: (1). Does it teach concepts or is it just an electronic page turner? (2). Does it hold the interest of the student? (3). Does it correlate well with the AESOP Instructional Units and Competencies? (3). Does it provide for different levels of instruction? (4). Does it provide useful feedback to the learner, (5). Is it user friendly in terms of use and feedback messages? (6). Is it appropriate for the majority of our students? (7). Does it meet a special need in our curriculum that we have a difficult time meeting? (8). Is the presentation visually appealing? The project coordinator and several adult education teachers participated in the evaluation. The results of this evaluation are as follows.

SOFTWARE IN THE AESOP STUDENT FILE (4=excellent, 3=good, 2=fair, 1=poor)

College Entry English	Rating	Company
Writing Business Letters	4	Educational Activity
Writing:The Report	4	Educational Activity
Writing:The Report	4	Educational Activity
Writing:Persuasive Comp.	4	Educational Activity
General Core English		
Sentence Mechanics	3	Educational Activity
Sentence Sense	3	Educational Activity
Naming Words	3	Educational Activity
Action Words	3	Educational Activity
Describing Words	3	Educational Activity
Pronouns	3	Educational Activity
Science General Core		
Earth: Time and Space	4	Educational Activity
Earth: Weather	4	Educational Activity
Life: Class. Living Things	4	Educational Activity
Life: Cells and Tissue	4	Educational Activity

Life: Green Plants	4	Educational Activity
Life: Human Body Prt.1	4	Educational Activity
Physical: Sound	4	Educational Activity
Physical: Machines,Work...	4	Educational Activity
Physical: Structure-Matter	4	Educational Activity
Physical: Heat & Light	4	Educational Activity
Physical: Elect.& Magnetism	4	Educational Activity
<u>Math Computation: Levels 1-5</u>		
Rounding Off Numbers	3	Educational Activity
Whole No.s:A,S,M,& Divide	3	Educational Activity
<u>Listening and Reading: Levels 1-5</u>		
Read: Inference Level II	4	Educational Activity
Read: Diagnostic Tests III	4	Educational Activity
Read: Vocabulary Level III	4	Educational Activity
Read: Main Ideas Level III	4	Educational Activity
Read: Details Level III	4	Educational Activity
Read: Inference Level III	4	Educational Activity
<u>General Core Math</u>		
Fractions: Add and Subtract	3	Educational Activity
Fractions: Multiply & Div.	3	Educational Activity
Decimals: A,S,M,& Divide	3	Educational Activity
Graphs: Mean, Med.& Mode	3	Educational Activity
Converting Fractions& Perc.	3	Educational Activity
Measuring with a Ruler	3	Educational Activity
Geometry: Fundamentals	3	Educational Activity
Triangles and Quadrilat...	3	Educational Activity
Geometry: Circles	3	Educational Activity

Algebra: Solving Equations	3	Educational Activity
Math:Everyday Living (1-5)	3	Educational Activity
Math:Everyday Living (6-10)	3	Educational Activity
<u>Vocational/Technical levels 9-12</u>		
Word Processing (W.Perfect)	4	Word Perfect Corp.
<u>General Core Social Studies levels 6-8</u>		
American Government I	2	Intellectual Soft.
American Government II	2	Intellectual Soft.
American Government III	2	Intellectual Soft.
American Government IV	2	Intellectual Soft.
American Government V	2	intellectual Soft.
<u>Listening and Reading Levels 1-5</u>		
Read: Diag. Tests Level I	4	Educational Activity
Read: Main Ideas Level I	4	Educational Activity
Read: Details Level I	4	Educational Activity
Read: Vocabulary Level I	4	Educational Activity
Read: Sequence Level I	4	Educational Activity
Read: Inference Level I	4	Educational Activity
Read: Diag. Tests Level II	4	Educational Activity
Read; Main Idea Level II	4	Educational Activity
Read: Details Level II	4	Educational Activity
Read: Fact and Opinion II	4	Educational Activity
Read: Vocabulary Level II	4	Educational Activity
Read: Sequence Level II	4	Educational Activity

SOFTWARE IN THE AESOP STATION FILE: (4=excellent, 3= good, 2= fair, 1= poor)

<u>General Core Science Levels 6-8</u>		
Life: Human Body Prt. 2	4	IBM
Earth: Landslides 1.00	2	IBM
Earth: Landslides 1.01	2	IBM
Earth: Moisture 1.01	4	IBM
<u>General Core Computer Studies</u>		
Touch Type for Beginners	4	IBM
<u>College Entry Science levels 9-12</u>		
Biology: Pathology 1.01	4	IBM
Physics: Conserve-Energy	4	IBM
<u>Literacy: Listening and Reading</u>		
Reading for Meaning Lev.II	4	IBM
Reading for Meaning Lev.III	4	IBM
Spelling Level 1	4	IBM
Spelling Level II	4	IBM
Spelling Level III	4	IBM
Reading for Inform. Lev.II	4	IBM
Reading for Inform. Lev.III	4	IBM
Reading for Inform. Lev.IV	4	IBM
Reading for Meaning Lev.I	4	IBM
Reading for Meaning Lev.IV	4	IBM
Parts of Speech Level II	3	IBM
Parts of Speech Level III	3	IBM
<u>Literacy: Speaking and Writing: Levels 1-5</u>		

Punctuation Level II	3	IBM
Punctuation Level III	3	IBM
Punctuation Level IV	3	IBM
Vocabulary Level II	4	IBM
Vocabulary Level III	4	IBM
Vocabulary Level IV	4	IBM

Literacy: Computation Levels 1-5

Math Practice Level 1	3	IBM
Math Concepts Practice 1.01	3	IBM
Math Concepts Level I 1.01	3	IBM
Math Concepts Level II 1.01	3	IBM
Math Concept Level III 1.01	4	IBM
Math Concepts Level IV 1.01	4	IBM
Math Practice Level II	3	IBM
Math Practice Level III	4	IBM
Math Practice Level IV	4	IBM

EVALUATIONS OF SOFTWARE NOT LOADED ON THE AESOP SYSTEM
(4=excellent, 3=good, 2=fair, 1=poor)

Arithmetic	2	CAI Inc.
Spelling	2	CAI Inc.
Dictionary Use	2	CAI Inc.
Essay Writer	2	CAI Inc.
Type	3	SVE
Grammar Gremlins	3	Davidson
Environment I and II	4	IBM
Alge-blaster	4	Davidson
Basic Math	3	Educational Activity
Algebra made Painless	3	Educational Activity

First Year Algebra	4	Educulture
Combining Sentences	4	IBM
Punctuation Press	4	IBM
Lincoln's Decisions	4	Educational Activity
Spell It	4	Davidson
Word Attack	4	Davidson
EDL Controlled Reading	4	EDL